

## ARMSTRONG ELEMENTARY

8601 White Horse Road  
Greenville, South Carolina 29617

**GRADES** K-5 Elementary School

**ENROLLMENT** 442 Students

**PRINCIPAL** Jacqueline V. Goggins 864-294-4313

**SUPERINTENDENT** Dr. William E. Harner 864-241-3456

**BOARD CHAIR** Tommie E. Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	55	27	0	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

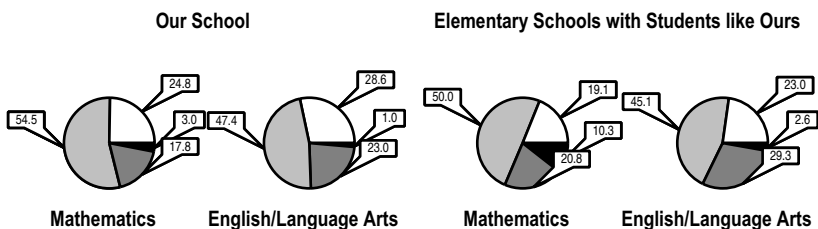
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	32	64	54
Percent satisfied with learning environment	93.8%	79.7%	88.9%
Percent satisfied with social and physical environment	96.8%	85.9%	77.8%
Percent satisfied with home-school relations	71.9%	80.6%	85.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	229	97.4	28.6	47.4	23.0	1.0	24.0	17.6
Gender								
Male	103	99.0	36.8	46.0	17.2	N/A	17.2	17.6
Female	126	96.0	22.0	48.6	27.5	1.8	29.4	17.6
Racial/Ethnic Group								
White	160	96.9	27.1	46.4	25.0	1.4	26.4	17.6
African-American	55	98.2	32.6	47.8	19.6	N/A	19.6	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	188	97.9	23.0	47.8	28.0	1.2	29.2	17.6
Disabled	41	95.1	54.3	45.7	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	229	97.4	28.6	47.4	23.0	1.0	24.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	229	97.4	28.6	47.4	23.0	1.0	24.0	17.6
Socio-Economic Status								
Subsidized meals	131	96.9	35.9	47.6	16.5	N/A	16.5	17.6
Full-pay meals	98	98.0	20.4	47.3	30.1	2.2	32.3	17.6

Mathematics								
All students	229	99.6	24.8	54.5	17.8	3.0	20.8	15.5
Gender								
Male	103	100.0	26.1	52.3	20.5	1.1	21.6	15.5
Female	126	99.2	23.7	56.1	15.8	4.4	20.2	15.5
Racial/Ethnic Group								
White	160	100.0	23.4	53.1	19.3	4.1	23.4	15.5
African-American	55	100.0	29.8	57.4	12.8	N/A	12.8	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	90.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	188	99.5	20.1	55.5	20.7	3.7	24.4	15.5
Disabled	41	100.0	44.7	50.0	5.3	N/A	5.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	229	99.6	24.8	54.5	17.8	3.0	20.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	229	99.6	24.8	54.5	17.8	3.0	20.8	15.5
Socio-Economic Status								
Subsidized meals	131	99.2	32.7	57.0	9.3	0.9	10.3	15.5
Full-pay meals	98	100.0	15.8	51.6	27.4	5.3	32.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	61	N/A	18.0	45.9	31.1	4.9	36.1
	Grade 4	53	N/A	34.0	47.2	18.9	N/A	18.9
	Grade 5	57	N/A	19.3	59.6	19.3	1.8	21.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	68	94.1	22.2	38.9	37.0	1.9	38.9
	Grade 4	82	98.8	27.8	47.2	23.6	1.4	25.0
	Grade 5	79	98.7	34.3	54.3	11.4	N/A	11.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	61	N/A	36.1	54.1	3.3	6.6	9.8
	Grade 4	53	N/A	37.7	47.2	13.2	1.9	15.1
	Grade 5	57	N/A	40.4	45.6	10.5	3.5	14.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	68	98.5	15.5	63.8	19.0	1.7	20.7
	Grade 4	82	100.0	21.9	52.1	21.9	4.1	26.0
	Grade 5	79	100.0	35.2	49.3	12.7	2.8	15.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 442)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.4%	Down from 4.9%	3.0%	2.4%
Attendance rate	96.2%	Down from 96.3%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.5%	Down from 10.8%	15.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.4%	Up from 11.1%	9.0%	8.0%
Older than usual for grade	0.5%	Down from 0.8%	1.0%	1.1%
Suspended or expelled	10.4%	Up from 1.8%	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	38.7%	Down from 50.0%	46.3%	50.0%
Continuing contract teachers	74.2%	Down from 76.9%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.9%	Down from 92.4%	88.0%	86.2%
Teacher attendance rate	98.4%	Down from 98.5%	95.2%	95.3%
Average teacher salary	\$37,299	Down 4.7%	\$39,655	\$39,909
Prof. development days/teacher	7.7 days	Down from 8.8 days	10.9 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	N/R	N/R	19.2 to 1	18.9 to 1
Prime instructional time	94.1%	Down from 94.3%	89.8%	89.7%
Dollars spent per pupil*	\$5,537	Down 0.5%	\$5,820	\$5,892
Percent spent on teacher salaries*	62.9%	Down from 63.0%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The students, faculty, staff, parents, and the community members of Armstrong Elementary, in collaboration with the School Improvement Council, have made great accomplishments. Along with these accomplishments, future goals for 2003-2004 are in place in order to address areas of need and to ensure academic success.

Armstrong Elementary completed our school theme, "We are many, we are one" for 2002-2003 by studying various cultures throughout the year. We ended the year with a Japanese Intern teacher who will remain with us until January. Academic challenges to increase student performance were provided through daily classroom instruction, a program for gifted and talented students, and tutorial programs for student's not meeting standards on standardized testing. Tutors included community and parent volunteers and students from Travelers Rest High School and Furman University. Opportunities for enriching our curriculum included special speakers and performances and field trips for all grade levels.

We received the Red Carpet Award from the State Department of Education for our excellent customer service throughout our building. Several teachers earned high distinctions with the following awards: Golden Apple Teacher Award, Golden Web Site Award, Who's Who Among America's Teachers, and selection to be a part of the Adventure of the American Mind Program. Our students also earned the following awards/opportunities: Spring Sing participants, Art work chosen for display at Children's Hospital of Greenville, America Reads, Reading Counts Awards, Good News Club, AETV program, and after-school programs.

To foster academic success we will closely examine the process of implementing and aligning standards based instruction for the 2003-2004 school year. This will ensure that standards instruction is being implemented appropriately utilizing a variety of methods. Also, we will focus on building and expanding the teaching of the writing process through our theme, "Getting on the Write/Right Track." These efforts support the District's Education Plan to provide quality education for all students.

Students will remain the center of our focus at Armstrong Elementary School. We will continue to provide opportunities and a rigorous curriculum that will help students strive toward meeting their maximum potential and help them develop an understanding of the diverse culture of our school.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.